

THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, STRESS, JOB  
SATISFACTION AND BURNOUT AMONG SECONDARY SCHOOL  
TEACHERS IN PERLIS

A thesis submitted to the Graduate School in partial fulfilment of the  
requirements for the degree Master of Science (Educational Management),

Universiti Utara Malaysia

by

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## ABSTRAK

Kajian ini bertujuan untuk meninjau “burnout” di kalangan guru-guru sekolah menengah di negeri Perlis dan faktor-faktor berkaitan dengan kewujudannya. Fokus utama kajian ialah mengesahkan kewujudan “burnout” berpunca dari faktor-faktor dalam “burnout”: 1) Kelesuan Emosi, 2) Depersonalisasi dan 3) Pencapaian Diri. “Burnout” telah diukur dengan menggunakan *Maslach Burnout Inventory (MBI)*, manakala Trait Personaliti telah diukur dengan menggunakan *Personality Traits Instrument* oleh *Rosenman et. al. (1964)*. Stres pula diukur dengan menggunakan *Stress Assessment Test, University of Maryland*. Kepuasan Kerja telah diukur dengan menggunakan *Job Descriptive Index (JDI)* oleh *Smith, Kendall & Hulin (1969)* dan *Peranan Kerja* telah diukur dengan menggunakan *Role Questionnaire* oleh *Kahn, Wolfe, Quinn, Snoek & Rosenthal (1964)*. Sebanyak 184 guru sekolah menengah berketurunan Melayu dari empat buah sekolah menengah di Perlis menjadi subjek kajian. Empat faktor berkaitan dengan “burnout” ialah 1) Trait Personaliti, 2) Stres, 3) Kepuasan Kerja dan 4) Peranan Kerja.

Dapatan kajian menunjukkan seramai 29 orang guru (15.8%) mengalami “burnout” pada tahap sederhana. Dapatan ke atas faktor yang berkaitan dengan Trait Personaliti-Jenis B, Stres dan Peranan Kerja menunjukkan perkaitan yang positif dan signifikan dengan “burnout”. Manakala, Kepuasan Kerja dan Trait Personaliti-Jenis A menunjukkan perkaitan yang negatif dengan “burnout”. Implikasi daripada kajian ini mencadangkan bahawa pentadbir sekolah perlu melakukan sesuatu untuk menangani “burnout” di kalangan guru mereka.

## ABSTRACT

This study aims to examine the phenomenon of burnout among secondary school teachers in Perlis and factors related to its existence. The major focus of this research is to confirm the existence of burnout through burnout internal factors: 1) Emotional Exhaustion 2) Depersonalization and 3) Personal Accomplishment. Burnout was measured by using the Maslach Burnout Inventory (MBI), whereas Personality Traits were measured by using the Personality Traits Instrument modified by Rosenman et al. Stress was measured by using the adapted version of Stress Assessment Test, University of Maryland. Job Satisfaction was measured by using the Job Descriptive Index (JDI) and Work-Roles were measured by using the Role Questionnaire developed by Kahn, Wolfe, Snoek & Rosenthal. Altogether, 184 Malay teachers from four secondary schools in Perlis became the subjects in the study. Four factors were correlated with burnout. They are: 1) Personality Traits, 2) Stress, 3) Job Satisfaction and 4) Work-Roles.

The results of the study showed 29 teachers or (15.8%) were experiencing burnout at a moderate level. Findings on the related factors of Personality Trait-*Type B*, Stress and Work-Roles showed positive and significant relationship to burnout. Meanwhile, Job Satisfaction and Personality Trait-*Type A* showed negative relationships to burnout. The implication of this study has some bearing as what can be done by school administrators to overcome burnout among their teachers.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background of the Study**

The great promise of teaching, the reward of personal satisfaction and sense of accomplishment, is increasingly being unfulfilled. The joy of helping others grows and watching them mature is dampened, even destroyed, by the growing tensions and unrealistic demands on the profession and teachers.

Teachers are finding themselves under increasing pressure. There are greater demands, more complex responsibilities and an expanding knowledge base, which is continuously being upgraded. The rapid societal changes have also led to new and varied expectations of professionals, often accompanied by a sense of role ambiguity. The net effect of this situation is decreased personal and professional satisfaction.

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